Students' Reading and Social-Mindedness

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A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Fish You Don't Catch

"YOU count the fish you catch, not the fish you don't catch," is an old saying which has stayed by me from boyhood.

We never worry about the way other people talk or write. We have had all we can do for a rather long life to try to catch an occasional fish without worrying over the fish other people don't catch.

Personally we would prefer to talk to an audience of eighty and have one of them influenced for life than to talk to eight thousand who cheered to the echo and no one be influenced thereafter.

We never read a sentence of any article after it is apparent that the writer is disturbed because there are fish that no one has caught.

An editor of a great Sunday paper with 128 pages of each issue with enlarged edition frequently says he would think it a tragedy if any one tried to read the whole of it; yes, or all the advertisements, but he couldn't sleep at night if he thought there was anything in it in which no one was interested.

George Fried, Harry Manning, and each of the crew of that lifeboat will be happy as long as they live because every man on that Italian freighter was saved, and they will never worry because the America left its curriculum to go to the wrecked Florida. They will never worry about the port they did not make or the fish they did not catch.

The school men of Michigan and the North Central Association of Secondary Schools and Colleges are rejoicing with the faculty of the School of Education of the University of Michigan in the appointment of Dr. J. B. Edmonson, professor of secondary education and director of university inspectors of high schools, as the successor of Allan S. Whitney. His secretaryship of the North Central Association of Secondary Schools and Colleges has heightened his personal and professional prominence, which makes his appointment exceptionally satisfactory.

Health Promotion

"A SCHOOL Health Study of Newton, Massachusetts" is the report of a study of the results of scientific health education in a suburban school system in a city of 60,000 population. Dr. John S. Sundwell, University of Michigan, was chairman of the committee of the Advisory Group of the Metropolitan Life Insurance Company of New York.

It is as scientific a demonstration as that of any professional engineering group that school hygiene functioning pays an immense cash dividend on the investment in public school education.

Anyone who has not received a copy of this study will receive one free from expense by writing to the Welfare Division of the Metropolitan Life Insurance Company, Madison avenue, New York City.

May 5-11 will be Child Health Week everywhere for teachers and preachers, fathers and mothers, business and professional men and women. It will benefit the school, the home and the community. It will cost nothing and help every one in every way.

Bolcom's Achievement

THE VIRGINIA, Minnesota, school boys won the Midwestern Interscholastic Swimming Championship at Iowa City, Iowa, on February 3, making a score of forty-two, with Tulsa second with a score of thirty-seven. They set six new midwinter records to win all but one event in which they entered. Twenty students went to Iowa City ready for emergencies, but only seven participated.

These swimmers are from St. Louis County, Minnesota, which borders on Canada. This city, W. G. Bolcom, superintendent, gives all sorts of prizes. An Italian girl, who had been in America but four years, who knew no English four years before, won the state championship in oratory in 1928.

There will be three million dollars extra paid 13,400 teachers of longest service in the New York City schools each year.

A New County Institute

THE County Institute is recognized as a problem all along the line, and there are already some promising demonstrations. One of these is in North Dakota, where State Superintendent Bertha B. Palmer has had an interesting adventure for two years.

Miss Palmer substitutes a special program for rural teachers. A rural specialist goes to a county for a week. She gives demonstration lessons, and holds conferences with rural teachers in rural schools.

There is no question as to the value of these visiting days, of small group meetings, a full-day conference, and the use of a rural schoolhouse for the meeting.

Miss Palmer is a firm believer that the plan will work nobly if the county superintendent really believes in it, and works inspirationally with the demonstrator in every school selected for the week. Saturday is the round-up of the interest of the other five days.

Dubuque

DUBUQUE, Iowa, has the advantage of being a Mississippi river city with no rival city across the river. It is one of the best ports on the river, and is the shipping point for about an equal part of Iowa, Minnesota, Wisconsin, and Illinois, but its distinguishing feature is the fact that it has three colleges and six high schools aside from its city public high schools. We know of no other city of 40,000 population that matches these conditions.

Moody of Northfield Resigns

AFTER twenty-nine years leadership in the Northfield Seminary for Girls, the Mount Hermon School for Boys, William L. Moody, son of Dwight L. Moody, the famous evangelist, resigns. No other man has had the same relation to the religious education of young people for as many years as has the man who has dominated the Northfield schools in the twentieth century.

Aeronautics for Home Study

A complete course in aeronautics, by correspondence, is now offered by the Massachusetts Department of Education to all residents of the United States and Canada, according to a recent announcement from James A. Moyer, director of the Division of University Extension, Boston.

The preparation of this extensive correspondence material results directly from the experience which Massachusetts Extension has had with classes in aeronautics in the past year and a half. Nearly twenty courses in aeronautics have been given in various centres of the state.

The Massachusetts course is the only one of its kind in the country utilizing the correspondence method that is offered by any public institution not organized for profit. The course covers the fundamental principles of aeronautics very thoroughly.

Radio apparatus sales were $383,000,000 in 1927. The schools must help boys and girls to meet the new market.

Belding's Page

MAN AND THE MACHINE

MANKIND is either a machine-tender or a creator. If you would destroy his soul, tie him to a daily round of simple operations and let him end where he began. If you would perpetuate his soul, teach him to create, with hand and mind, new forms that denote achievement. Let taste grow with skill, so that each new creation may be better than the last.

There is a deadly trend in modern times toward accepting what some one else has created. A small percentage of scientists and inventors draw patterns for new devices which the multitude may have by paying money.

Turn to music for illustration. The abundance of canned music has undoubtedly enabled many to train their ears to like better music. At the same time the best appreciation of music comes from the effort to produce it. Viewed as a creative process this may be lacking in originality—a sort of studied imitation—but it lends the thrill of mastery, the pulse of power.

Not more training to run in grooves is wanted, but more training to climb out of them.

GRADED TUITIONS

TUITION in a certain college has just gone up $100. While those who are unable to pay the added cost are given financial aid by the college, the majority of the students entering will be drawn from homes of larger average wealth. As one observer puts it: "There will be more fur coats on the campus."

Raising the tuition by a fixed amount is a move in the direction of making wealthier parents pay more nearly the costs of instruction. It is a step in the right direction, but it doesn't go far enough.

The principle of charging according to financial ability is well established in medical practice. The rich man pays a big fee for an operation which would cost the poor man only a fraction of the amount.

The same principle is applied in federal taxing of incomes. The higher the income the higher the rate per cent.

No one complains very seriously of this method of assessment. It is seen as an attempt at suiting the load to the shoulders which are to carry it.

Some day the colleges are going to get courageous and try a graded scale of tuition fees, based upon the financial means of the respective students. On that basis tuition might range from nothing to $1,000 a year or even more. The upper limit could at least be high enough to insure having some of the wealthiest students pay the full cost of what they, personally, receive from the college.

The givers of endowments never intended to give away an education to those who can amply afford to pay the price. A rich man's son or daughter who pays only the tuition demanded by the average college is today a recipient of charity.

Objection is made that many well-to-do parents are not convinced of the value of an education, and would refuse to send their children at the higher rates. We shall believe that when we have seen the experiment fail after fair trial.

FITTING FOR BUSINESS

ATTRACTIVE booklets on "Career Planning," and "Why You Should Graduate from High School," are being handed to high school students with the compliments of business schools and "colleges."

Not so many years ago these same institutions were "robbing the cradle" almost to recruit pupils. It was by no means unusual for them to take boys and girls from a sixth grade or even lower, in order to transform them into office workers. Educational standards for business have, of course, been raised considerably during recent decades. That is part of the answer. Business school ethics have also improved, it would seem. Publicity which praises the work of other schools, making only brief reference to the advertiser's own offering, deserves to be effective and probably is. Certainly the high schools would refuse to distribute such publicity if it had nothing but a selfish end in view.

TYPEWRITERS FOR TOTS

LITTLE tots learning to spell out simple words have been given typewriters, at the Horace Mann School of Teachers College, Columbia. The main object is not, we may suppose, to train up a generation of typists who can spell, though that would be distinctly useful. No, it is to determine whether the manipulation of keys and the ringing of a bell at the end of each line will facilitate the learning of the rudiments. According to observations thus far made, it does work out that way.

The experiment is significant. Many people, these days, are turning aside from pen and ink and pencil to the utilization of typewriters. Not only the professional typist but the amateur can produce more copy with the aid of a typewriter than was ever possible by hand. The day may come when one of the three R's will drop out of the curriculum entirely, leaving two R's and a T. The time isn't yet, but such tests as the Horace Mann School is making point in that direction.

Anson W. Belding

Associate Editor.

Rural School Administration and Support

By WILLIAM JOHN COOPER
United States Commissioner of Education

WHEN I speak of one-teacher rural schools I do not wish to be understood as filing a brief for them. The "little red schoolhouse," like the old oaken bucket, may make stronge appeals to sentiment, but we must, in the light of present-day conditions. look upon both of them where they still exist as necessary evils. Just as we should try to keep the open well sanitary for our health's sake, so we should modernize in every way possible the one-teacher school if it is the only type of school possible or practicable under existing conditions. If we keep ever in mind that it grew up under pioneering conditions, when land and the improvements thereon were fair measures of wealth and the ability of citizens to pay taxes could be fairly measured thereby; when roads were poor or nonexistent; when transportation was slow; when rural life in its freedom from crime, epidemics, conflagration, and unemployment terrors was to be preferred to urban life; when trained teachers, good textbooks, and scientific methods were nonexistent; if, in a word, we fully realize that the conditions which produced the one-teacher school no longer prevail we will endeavor to eliminate it wherever possible.

My remarks, therefore, will be concerned with how we may administer such schools to better advantage.

First: We need a unit of administration much larger than that served by the present one-teacher school, since : (a) the area of administration should be large enough to support a complete school unit, elementary and secondary. In only most unusual situations should one person be expected to teach both elementary and high school grades. (b) The number of pupils of junior and senior high school age should be adequate to make possible the richer curricular offerings, the better opportunities for adequate counseling and guidance and more varied the extra-curricular program of our larger high schools. If the area is very sparsely populated lodging and boarding at the high school may be required as well as good transportation facilities. (c) Enough elementary schools should be in the area to warrant employing at least one trained supervisor.

To offer such educational opportunities, without undue hardship on the taxpayers, a district of large area is obviously needed. In some states such a unit probably exists in the county. If so, the preparation of a law is simple although political influences will oppose its passage. If, however, the county area is very large or county lines exist primarily for defining jurisdiction of courts or possess mainly historical significance, new units must be established. This unit, I believe, should be a real community unit, and its centre should be the place where the adults shop, go to church, attend lodge, etc. To accomplish such reorganization I recommend a comprehensive survey of an entire state and the establishment of a commission with power to carry out the survey recommendations.

Second: We need a new plan of school finance. Dr. Swift and others have told us that ability to support Governmental agencies, and especially schools, is no longer adequately measured by the general property tax. Mrs. Cook of our Bureau tells me that an increasing number of states report other types of tax used in whole or in part to support schools; for instance, eight states so use personal income taxes; eight states inheritance taxes; seven, a specific form of corporation tax; five, a severance tax; eight, occupational, business and license taxes; eleven, a sales tax. In the latter are included five states with a tobacco tax and one with a tax on malt syrup. It is reasonable to assume that wealth in these new forms and found chiefly in cities is dependent more or less on the existence of a "back country." If so, its prosperity and its advantages, especially in educational opportunity, are matters of vital importance to the possessors of such wealth. All this appears to call for a large unit—probably a state unit if just and fair taxes are to be levied. The law which levies the tax must of course provide the machinery for handling and apportioning the funds.

Third: We need a new system of distributing state funds. It might well be inferred from what has been said above that any system which antedated the end of the World War or even the year 1900 would be unlikely to allot school moneys justly. Several states have given this problem attention and are now experimenting with new plans. I hope that all students of rural education will follow closely the operation of the "weighted pupil" plan of New York, and the "equated pupil" plan of Connecticut. This is a field fruitful for research work. I think that no state should enact into its law a statute of another state until careful study has indicated how principles involved will affect its schools. I want to warn you against distributing money with no regard to reorganization. A private business which fails to adapt itself to new conditions goes into bankruptcy. This, of course, cannot happen to such a quasi municipal corporation as a school district. Nevertheless, I believe it is bad public policy to bolster up an educational organization which was developed to meet

needs no longer existing and whose officials insist on maintaining the status quo rather than creating new organizations to meet new needs.

Fourth: We need better trained teachers and better equipped staffs in state departments of education to handle certification problems. It is implied in my remarks on distribution of state school funds that the state department is likely to need more help if such funds are handled properly. But in addition to this financial responsibility, the state departments are rendering each year greater service in certificating teachers. In thirty-six states certificating authority (excluding, in some states, the independent cities) is vested in state agencies. In four others state control is practically accomplished, though some certificates are still issued by counties. The examination method of issuing certificates has been eliminated in all but fifteen states.

In view of the fact that the oversupply of teachers seems to be nation-wide, I can see no good reason why any state should allow local units to set standards, examine and certificate teachers. It is not fair to children to permit local authorities to certificate a poorly trained person when trained teachers are available. It is not fair to the great body of American teachers who are endeavoring to professionalize their calling to have such a door opened to those who are for the most part mere job hunters. Nor is it fair to those who have invested heavily in their education and professional training to be compelled to accept salaries fixed by the law of demand and supply when the supply can be increased arbitrarily by local examining boards. And in the long run it is not fair to the best of those who enter teaching by the examination route, for often they must migrate in order to obtain promotion and salary increase. The local nature and unstandardized character of their certificates tend to prevent migration and consequently to lessen their opportunities and remove the chief incentive to self-improvement.

We also note a marked increase in professional standards for certification. A minimum prerequisite of high school graduation and two years' professional training in addition has been established in five states, a minimum of high school graduation with one year in addition in another fourteen states, and of high school graduation with professional training either included or in addition to high school graduation in several others. That the movement is a constantly growing one is shown by the fact that eight states have reported raising certification requirements during 1927-28. Certainly no state can be criticised for increasing standards in view of the oversupply of teachers.

I should recommend, therefore, state statutes along such lines as these:—

1. Granting sole authority to fix standards for teaching certificates to the state department of education or to some board or professional commission with authority to act for the state.
2. Placing all power to issue certificates in the hands of the state department of education or in such teacher-training institutions, public and private, as may be accredited by the state department of education.
3. Empowering the state department of education to grant certificates on its own examination or on examination by such local boards as the state board may establish or approve. This will care for emergencies similar to the world-war period when a great shortage of teachers justified emergency recruiting methods.
4. Empowering state agencies to classify school districts in such a way that those without adequate resources to pay a properly trained teacher will not be forced to close school. Such classification should care for these situations until a plan for adequately financing all school districts whose continuation is approved can be worked out.

Fifth: We need better supervision of rural schools.

It is obvious that until there are much larger school districts in the rural areas, improvements in supervising instruction must fall on the county and state units. It is with satisfaction, then, that we note upward trends in salaries and qualifications for county superintendents. Reports for the five-year period (1922-1927) indicate higher median salaries for these officials in thirty-four states; the increase amounting to about $500 per year. During the same period sixteen states have raised the minimum salaries and thirty states have raised the maximum paid their county superintendents. In fact, the number in the $4,000 to $9,000 class has increased. The high water mark in selecting a superintendent so far as I know has been fixed by Los Angeles County, California. The county charter provides for selection of the superintendent under Civil Service regulations by the board of county supervisors, who also fix his salary. The salary of the next superintendent has been fixed at $9,000. The qualifications set were about these:—

(a) Education: at least a bachelor's degree from a recognized college.
(b) Successful experience in administering schools.
(c) Professional, holding an administrator's credential issued by the state department of education, and ability to pass an examination set by the County Civil Service examination. The questions for this examination were written by a special committee consisting of one member of the Civil Service Commission, the state superintendent, and three college presidents. The four professional members marked the papers, each independent of the other.

From a list of three certified by this Commission the Board of Supervisors will elect the superintendent, who will serve for life or until removed for cause.

It can be confidently expected that any county superintendent so selected, so well paid and protected in his tenure will establish a splendid educational program and give professional supervision to his rural schools.

State departments of education also show encouraging progress. In commenting on this, Mrs. Katherine M. Cook of the United States Bureau writes:—

"State supervision of rural schools began as inspectorial function generally practiced in connection with the distribution of state aid. While certain inspectorial duties continue, they are subordinate in amount and number of persons engaged to supervisory functions, using the term 'supervisory' in its modern meaning as concerned with the improvement of instruction. In numbers state education staff members assigned to rural school work have increased in ten years from forty-six officials in twenty-six states to 172 in thirty-eight states. The number of such officials and the states employing them have steadily increased with the exception of a back set encountered in 1926 when two states were obliged to drop state rural school supervisors. In salary, professional training, and type of duties performed rural school supervisors in practically all states employing them have a status equal to that of other members of the state education staff."

We have so much evidence of the beneficent effect of well trained leaders in developing courses of study, improving teaching skill, and otherwise furnishing educational opportunity for the country child approaching that of the city child that we can safely recommend legislation along three lines as follows:—

(a) Acts to increase the salary, improve the training, and raise the standards for the county superintendent.

(b) Acts to allow from state money a "supervision fund" to be used for employing professionally trained rural supervisors in each county.

(c) Acts to provide a state rural school staff adequate in ability and size to stimulate, lead and assist the county officials; to direct the local school attendance supervisors, and to safeguard the educational rights of the children of migratory workers.

Knowing that the time at our disposal today was limited and realizing that everything cannot be accomplished even by state legislatures at one session, I have made no effort to outline any comprehensive plan for rural school improvement. My purpose has been rather to suggest several steps which I believe are in line of advance and which may be undertaken without waiting for extended research and to offer two suggestions for research study—namely, to develop in each state a plan for financing schools and to discover the best unit for rural school administration.

A Happy Home

By ALFRED OSMOND

Brigham Young University, Provo, Utah

I hope you have a home where loved ones dwell,
A place of refuge from the storms of strife
That tend to make the social world a hell
Of all the ills that torture human life.
I hope you have your children and a wife
Who shares with you your sorrows and your joys,
And that the heralds of the drum and fife
Will never call to arms your growing boys,
To glut the murder-god who tortures and destroys.

But is this not a home in which you live,
To render helpful service to mankind?
You come to school that you might freely give
The food that feeds the hungry human mind.
Your pupils are not there to dig and grind
So much as to receive some inspiration.
They came to seek and you must help them find
The methods and the means that in probation
Will build a better world for every church and nation.

God bless the teacher's home, the rural room
Where children come to learn to work and play.
May all the shadows of distrust and gloom
Be like the morning mists that melt away.
At this dear shrine I love to kneel and pray
To that same God who made my country free;
And as I plead my lips are forced to say:
"There is in children's lives a destiny
That is to save the world from crime and cruelty."

Be not deceived. This is thy happy home.
The cradle of the world is in thy care.
Beneath the glory of that starlit dome,
No other place on earth should be more fair.
All graces of the good should gather there;
And all "the laughing loves," with modest grace,
Should meet in council that they might prepare
To brave the hosts of evil face to face
And settle once for all the problems of the race.

Students' Reading and Social-Mindedness

By REGINALD STEVENS KIMBALL, A.M.

ONE of the questions underlying practically every important attempt at curriculum-revision during recent years has been "How can we help boys and girls to become socially-minded?" Whether an activities program has been accepted as the desired means or the traditional curriculum has been retained with modifications, social-mindedness has been recognized as one of the most important if not the most important of the ends to be attained.

Obviously, social-mindedness must grow from within; it cannot be engrafted and expected to take root in stony soil. The mind of the pupil must be prepared before any development of this sort can take place. In the older civics courses it was believed that social-mindedness (or, at least, civic-mindedness) could be developed by the simple expedient of having pupils "go through the motions" of parliamentary procedure. Sometimes the pupils would learn the procedure beautifully without gaining any conception of the principles of democracy and fair play which underlay it. The *activity*, which should have been the *means*, became the *end*, while the *understanding*, which should have been the *end*, was totally neglected. This is an example of the engrafting type of activity—not a true activity because the *desire* for it did not grow out of the pupils' interests.

In the development of social-mindedness we must take the pupil where he is and lead him by easy stages to the attainment of the goal. This can be done, in the first place, by taking cognizance of the pupil's curiosity in his surroundings and helping him to widen his surroundings until he recognizes the *importance-to-him* of significant events the world around. In lieu of travel, which under proper direction would be the best medium for gaining this information, the student must accomplish this widening process by means of reading.

That most children read is a fact so true that any statement of it seems ridiculous. That much of this reading is undirected and aimless is equally true, but not quite so much recognized. Of several surveys of children's reading in the past few years, one fact is outstanding; children are prone to read what lies near at hand, the lurid or sensational more quickly than the solid and informational.[1] The lurid and the sensational, obviously, are not the materials out of which we wish to construct social-mindedness. Perhaps it can be done, but assuredly it is not the best way and most certainly it will take longer to accomplish the desired result, for many of the timbers must be torn out and new construction undertaken in the course of the endeavor.

Somewhere in the curriculum, then, must come attention to the question of directing pupils' reading. "To read newspapers, magazines, and books intelligently," says Henry Harap, "is a universal need. . . . Analysis of newspapers gives direct data for training the individual to read the newspapers. . . . The analysis of newspapers and magazines should be used as a supplementary source and even then only if certain cautions are observed."[2] In a report of the activities of school children of all ages, Lehman and Witty state: "One of the activities in which children most frequently participated was the reading of newspapers. It is significant and vital that the school recognize this fact and utilize it in curriculum construction. It seems sensible that the school should educate children to engage more profitably in this activity."[3] As long ago as 1912 W. C. Bagley said: "How to read newspapers with profit is an art to which formal education may well give some serious attention. . . . With a serious attempt in the schools to emphasize the interpretation of current events, to encourage pupils to reflect upon the significance of everyday happenings, something ought gradually to be done to raise the general level of the public taste. . . . It is our belief that a 'taste' for this sort of newspaper-reading is every whit as important as a taste for good literature of the permanent sort."[4]

That a *gradual* start in this direction has been made is evidenced by the number of articles devoted to the teaching of current events which have appeared in the past few years.[5] Professor Patterson, of the State Normal School at Westfield, Massachusetts, has recently reported that the general tendency in the construction of social science courses has been to devote from one-fifth to one-sixth of the time to current events.[6] Too frequently, however, this attention to current events is given as a concomitant rather than as an integral part of the course. In this way it loses some of its effectiveness, for the pupil fails to develop the habit of turning to the news for assistance in solving the problems of every-day life. The *use* of newspapers and magazines under direction is one thing; the *habit* of voluntary attention to the news is another.

Many well-educated specialists unblushingly admit that they sometimes fail for a week or

1. "What Magazines Do High School Students Read?" by Reginald Stevens Kimball, School and Society, October 16, 1926, p. 486; "Interests of Adults and High School Pupils in Newspaper Reading," by Cecil L. Ross, School and Society, February 18, 1928, pp. 212-214.

2. "Technique of Curriculum-Making," by Henry Harap, p. 392 (The Macmillan Company: 1928).

3. "Psychology of Play Activities," by H. C. Lehman and Paul Witty (A. S. Barnes and Company: 1927)

4. "The Study of Current Events," by W. C. Bagley, School and Home Education, April, 1912, pp. 327-332.

5. See bibliography in Current-Events Instruction, by Reginald Stevens Kimball, pp. 291-301 (Houghton Mifflin: 1929).

6. "Recent Trends in Social Science Curricula," by Raymond G. Patterson, Education, January, 1929, p. 258.

more at a stretch to turn to a daily paper. Within a year an architect and a psychologist have publicly made such a statement in my presence. Under pressure of the problems which they had in hand they have neglected the daily paper—and even the weekly news digests—because they did not wish distractions. Though they find themselves, upon return to a more normal (socially-minded) life, to have been living in a vacuum, they do not seem to feel that they have perhaps neglected a social duty. For an intelligent conduct of their own affairs, some knowledge of the week's development might be found desirable for this architect and this psychologist; from the social point of view a smattering at least is mandatory.

"Modern literature," according to Professor Charles Swain Thomas, "reflects life as we are living it today: its problems are our problems, and its emotions our emotions. . . . It will be worth our while to introduce into our regular work the study of certain well-selected magazines and newspapers."[7] While he is speaking particularly of "school-work," his argument applies with equal validity to the work of every one of us, however specialized that work may be. We must agree with Todd that "if the school uses methods and a curriculum quite out of touch with current history, it works in a social and intellectual vacuum and loses its force."[8] "Quite obviously," then, as Bobbitt has set forth, "the individual curriculum can only be made currently. And this . . . is the only kind of actual curriculum which should be planned."[9]

Selection of newspapers, magazines and leaflet-guides to be used as texts in this work is a problem in itself. The principles of selection I have set forth elsewhere.[10] Use of the material after the text has been selected is more of a problem than in other subjects, for there is always an overwhelming mass of material—all equally valuable—from which a small amount must be chosen. Only through co-operation throughout the school—social studies department, English department, home-room teacher, auditorium teacher, librarian, and principal—can sufficient attack be brought to bear. With all alert to the need and apprised as to the means, social-mindedness may be achieved as it never can if the study of current materials is left to some one department or for some one hour of the week. It is a problem that breaks down barriers between departments and challenges all who might have an influence on pupils' reading.

7. "The Teaching of English," by Charles Swain Thomas, p. 190 (Houghton Mifflin: revised 1927).

8. "Theories of Social Progress," by Arthur James Todd (Macmillan: 1924).

9. "Foundations of Curriculum-Making" (Twenty-sixth Yearbook of the National Society for the Study of Education, part II, pp. 51, 52).

10. "The Teaching of Current Events," by Reginald Stevens Kimball, pp. 32-38 (American Education Press: 1926); Current-Events Instruction, by Reginald Stevens Kimball, pp. 23-29 (Houghton Mifflin: 1929).

Americanization and the Public School

By MARJORIE P. HOINKO
Ozone Park, New York

THAT Americanization is one of the vital problems in our land today would undoubtedly be granted by everyone, for the word is on every tongue, but how few of those who so glibly talk of Americanization have any real comprehension of what it means. To the common man, with his unreasoning prejudice against "these darned foreigners," Americanization is a vague process whereby the immigrant blots out of his mind and life all traces of a past, and learns to shout "Hurrah for America"; and the louder he shouts it the more American he is.

Among more intelligent people there are too many who think men and women can be Americanized in night schools where they learn English and the rudiments of civics—in other words, where they "cram" for the examinations which they must pass to be naturalized. It is true that many of these schools do far more than this, but many times a man's taking his papers is merely a matter of paper and he is at heart little more American than when he landed, because he has not been given the opportunity of understanding this land of ours and of becoming really American.

Where real effort is made to touch a man's spirit, it is frequently in the negative way of disparagement of his native land—a process which serves simply to destroy his self-respect and in no way makes him a better American. Only a pitiful few of the Americanization teachers, or of Americans as a whole, realize that all the foreigners who come to our shores, be it from Italy, from Sweden, from Greece, from Poland—from whatever country, in fact—have a cultural heritage of their own; that their lands have made a contribution to world culture from which we have profited.

However, with the best intentions and the wisest methods, we can seldom really Americanize the first generation directly; but through their children the foreign-born parents can be reached and in these children lies our hope of making from the heterogeneous mass of aliens a workable, vital, and loyal part of our American citizenry. Here, then, enters the public school teacher; and, mark this well, it is not only the teacher of foreign children on whom the responsibility falls. I might almost say that her part is not so great as that of the teacher of children of old American stock. For the assimilation of the foreigner presuppposes a welcoming spirit on the part of native Americans.

To this end not only the child of foreign parents but the American child must be properly trained to play a part in Americanization. How can any amount of effort and training make the foreigner one of us unless we accept him as one? How can the Bohemian laborer feel he belongs to a country where his children are sneered at by their classmates?

Moreover, the American attitude must not be patronizing; our friendship for the strangers must not be a favor granted for charity to those beneath us. We must welcome the foreigner because he has something to bring us, because he is worthy of our respect and friendliness. Not until American children have ceased to look down on their foreign classmates—and this means have ceased to refuse to march with them or play with them—can we hope to make much progress in Americanizing the foreigner.

"Something more to add to our overcrowded curriculum?" I hear the tired teacher say. Not at all. It isn't a matter of teaching something else, but of changing the viewpoint a little in what we do teach. And from an abstract dissertation on the principles underlying Americanization let us turn to the very practical ways in which public school teachers may help without adding in the least to their burden. There are many subjects through which children may be led to appreciate the fact that every country has made its contribution to the world, and that the children of other lands than ours have something of which to be proud. First, take art—the picture study which is part of our work through all the grades. How many of the pictures we teach the children to know and love are by Italian masters. Do you ever point out that the little boy your pupils sneeringly call "dago" or "wop" belongs to the same people as the artist who painted the Sistine Madonna? The Italian greengrocer on the corner may not know much about Michael Angelo, but the fact remains that the heritage of Italy's art belongs to him and he has a right to be proud of it. In comparison with older countries America has as yet produced a very small amount of great art.

Then there is history. At the risk of being blacklisted by the patriotic mayor I dare venture to remark that we can teach the greatness of other nations and other heroes without in the least dimming the glory of America. Is the American child proud to belong to the country which claims Washington and Grant and Lee? What of the child whose ancestors fought with the great Napoleon? Or the one whose list of national heroes includes that friend of Washington who gave the American colonists such valuable help in the Revolution—Kosciuszko? Need the French or Polish child be ashamed to tell of his country's heroes? In the realm of science, where there are so many hero tales for children, America stands high. But three great foreigners occur to me at once—three who are known to most school children today—Pasteur, the Frenchman; Madame Curie Sklodowska, the Pole; and Marconi, the Italian. In a school where there are children from these lands their rightful pride and the esteem of their fellow classmates may be increased by letting them tell the stories of these great ones as of heroes belonging to them. And so one could go on through many branches of study pointing out the means of developing respect for other lands. Too often, it is true, the immigrant laborer is not educated enough to be able to tell his children many of the things they have to be proud of, but if his children learn them in school, both he and they will make better American citizens because they have gained the self-respect which is essential to good character. Every teacher is familiar with the fact established by the psychologists that a sense of inferiority in a child tends to cause wrongdoing, because the innate desire to excel leads the child who is not able to do so in a legitimate way to turn to the illegitimate. The cases are not few where a child of foreign extraction has been changed from the school nuisance to one of its most dependable members by being helped to realize that he had something to contribute to his small community—something his American mates did not have.

Another important effect of giving the foreign child a sense of pride in the land of his fathers is that it increases his respect for his parents. It is not the immigrant himself, but his children born and educated in this country who offer the biggest problem today—who furnish the foreign names in our criminal lists—and the chief reason is not far to seek. The child who is constantly hearing on all sides that America is the *only* country, that people of all other countries are of a lower class, soon becomes ashamed of his parents and loses respect for them and their ways. Parental discipline and the power of the home are then gone, and there is nothing to take their place in keeping the young fellow straight. The American home has been lauded, and rightly, as the bulwark of our civilization, and if we would make the newcomers good Americans we must help them to keep their homes intact, Americanizing them as we may but not breaking them up in trying to do so.

Teachers have yet another important opportunity to build up the right point of view in American children, and that is in the teaching of geography. It is startling when you stop to survey the supplementary material intended to provide a knowledge of other lands and people to see how it all emphasizes the peculiarities of other peoples; dress, customs, food, that are entirely different from those in America are described at length, the final impression being that foreigners are strange beings with little or nothing in common with us.

Small wonder that our children develop a superiority complex.

Why go further into details, when no doubt every teacher who reads has thought of many other avenues for reaching the same goal? Even the cooking teacher may do her part, by looking for interesting recipes peculiar to the different countries represented in her classes and offering them as something worth learning. She will not find them from the more ignorant immigrant women, but usually there will be some girl in a group whose home is a bit better and who can bring some really good recipes. Certainly, negatively, the teacher should never do, as some unfortunately do—send the foreign children home to tell their mothers that they don't know anything about cooking right, and they don't want to eat the kind of food they have at home! Reforms from a hygienic standpoint must be made in such a spirit that the children cannot lose respect for their mothers, but simply are glad to contribute something to their knowledge of what they do in America.

All of which presupposes that the teacher herself is world-minded enough to see the good in other people and nations and knows history enough to see opportunities. In Cleveland in the department of adult education courses are being given under the title "Racial Folkways and Folklore," whose purpose, to quote the supervisor, is "To give the teachers a broad informational background and sympathetic approach to foreign children—and also to give them an appreciation of each country's contribution to world culture." This is to my mind one of the most far-seeing and intelligent educational measures that has been brought to my notice, and I wish that just such courses could be offered to teachers all over the country. Then, indeed, would we have made a real start in this matter of Americanization, and not only that, but we should be laying the foundation of world understanding, without which there can never be world peace.

Time Off For Good Behavior

By D. C. CORBITT
Candler College, Puentes Grandes, Havana, Cuba

IN the United States a criminal is sentenced to serve a certain number of years, but in case of good behavior he is released inside of a shorter period. This is generally conceded to be better than a rigid adherence to the prison sentence. At least it holds out an incentive to the prisoner to improve on his former life and to form habits of industry and good conduct.

We have made wonderful progress in our educational system in the last few years, but in at least one respect we have lagged behind the prison reformers. In high school we still sentence a pupil to four years of study, and if he wants a college education four years extra are added to his sentence. In most cases these years must be served entirely within the college or high school walls. In some schools we have made efforts to change this situation. Some have correspondence instruction, but here there is a set routine that must be followed to obtain the credit. This usually is a series of stereotyped lessons that must be gone through with. In many cases the student has, in some other manner, learned much of the material that he must repeat in these lessons. Other schools have begun offering extra credit for grades over a certain average. This is fine, but it means that some of the subjects will be left out in which the student loses the cultural advantages of these unless he, outside of school, decides to study these. Other methods have been tried with varying success, but somehow I feel that we have not yet fully solved the problem of "time off for good behavior" in our schools and colleges.

For this problem I do not have a complete solution. I would like to study with you some of the points I have observed while teaching in a country with an educational system different from our own. This system is far from perfect, and many of its methods I would like to see changed. This is not the place for a thorough discussion and criticism of Cuba's educational system, though I think that would be interesting to many teachers. However, some of the defects should be mentioned. The system is, in many respects, antiquated. It is from the United States point of view burdened with theoretical subjects and material and lacking in practical subjects, and the subjects of deeper nature are crowded too early into the curriculum. Yet the most educated person can learn many things from almost any man, however uneducated he may be. This is true of an educational system.

This system has in its own manner solved the problem under discussion. The solution is not perfect, but it will offer us something to think about. There is in each province an Instituto which confers the degree of Bachelor of Letters and Sciences upon the person completing the course. This course may be pursued in the Instituto under the instruction of its teachers if it is convenient, but if because of work or anything which prevents the student attending in person the classes of the Instituto he is permitted to pursue those studies in any place and under any teacher he may find in his locality; or he may study alone and at stated time he can appear and take an ex-

amination on the subjects that he feels that he prepared to pass.

In the University a similar plan is followed, though it is modified to fit the subjects given there. All subjects except those with a laboratory requirement can be prepared for in any manner that the student sees fit. He may attend the regular classes and prepare the daily lessons and take a final examination just as our University students, or he may enroll to take the examination for those who study privately. To prepare for this he is permitted to attend the classes as a hearer when he is able to do so without a strict attendance requirement or he may study alone or with a private teacher. The examination for those who are not regular students is much more extensive than for those who are in daily attendance. This takes care of any students who would choose this as a short cut to a diploma.

This plan is far from perfect, but it does allow for the student who is able to prepare for more subjects than are in the daily schedule. It makes provision for those who are not able to attend classes regularly because of location or lack of time. It makes provision for students to pass many of the "snap" courses that they are forced in our universities to be present at so many days. It makes provision for students who, for any reason, have had special training outside the college walls in any course that is required for a degree.

We have some universities, some colleges, and a few high schools that are doing something similar to the plan described, but the larger portion of them say that to earn a given degree a student must be present a certain number of years and attend a certain number of classes a required number of days. Many of the subjects cannot be passed in less than the set time, but there are many that for various reasons could be passed with a more thorough knowledge of the subject in much less time if it were possible to do so.

May we not with our fine system of regular classes, our night schools, our extension courses, radio courses and other methods of education combine something of the plan that works for others and by so doing offer a greater inducement for self-education, and at the same time not lower the standard or the amount of culture represented by the diplomas and degrees.

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It makes the most refreshing acidulous drink. And definitely assists nature in restoring depleted nerves; acting as a positive tonic for brain and body.

Add Horsford's to your favorite fruit drink; or use it in water in place of lemon juice.

AT ALL DRUGGISTS

D-51-J

The Dog

I've never known a dog to wag
  His tail in glee he didn't feel,
Nor quit his old-time friend to tag
  At some more influential heel.
The yellowest cur I ever knew
Was, to the boy who loved him, true.

I've never known a dog to show
  Halfway devotion to his friend,
To seek a kinder man to know
  Or richer, but unto the end
The humblest dog I ever knew
Was, to the man that loved him, true.

I've never known a dog to fake
  Affection or a present gain,
A false display of love to make,
  Some little favor to obtain.
I've never known a Prince or Spot
That seemed to be what he was not.

But I have known a dog to fight
  With all his strength to shield a friend,
And, whether wrong or whether right,
  To stick with him until the end.
And I have known a dog to lick
The hand of him that men would kick.

And I have known a dog to bear
  Starvation pangs from day to day
With him who had been glad to share
  His bread and meat along the way.
No dog, however mean or rude,
Is guilty of ingratitude.

The dog is listed with the dumb,
  No voice has he to speak his creed.
His messages to humans come
  By faithful conduct and by deed.
He shows, as seldom mortals do,
A high ideal of being true.

—American Field.

How Our Champions Are Produced

By ETHEL STEINMAN
Cleveland Heights, Ohio

CLEVELAND HEIGHTS High School holds the record of being the only school in Ohio, and as far as we know in the United States, that has produced four state novice champions for four successive years. In 1925 the Novice State Typing Contest was won by Miss Anna Bundy, at the time a senior in high school; in 1926, by Miss Dina Diamond, also a senior; and in 1928, by Miss Bessie Gay, a sophomore. Miss Gay wrote sixty-five words a minute, the highest any high school novice had ever written in the state of Ohio. In the International Typing Contest, held last fall in Sacramento, California, she wrote seventy-six words per minute, which placed her fourth among the high schools of the United States. All four girls took typewriting with the purpose of doing office work, and the three who are now out of school are holding good positions and doing excellent work. While in school these champions stood high in scholarship in all their courses, and were active in a number of other high school activities. Since they are girls whose parents were of medium circumstances, they found it a rare treat to be given free trips to New York and California.

We do not strive to train a small group of students for the championship, as some may think after looking over our records, but we try to train the entire group to be expert typists. The standard of the whole typing department must be high before individual champions appear. Both the individual state contests and the state mass contests have been an incentive for the students to work. During past two years Cleveland Heights has won first place in the state amateur mass contest and second place in the state novice mass contest, and second place in the amateur individual contest. Some one asked me how we did it. To pursue the following methods of teaching has helped to bring about the above results:—

At the very beginning of typing all the time should be given to such instruction as will insure proper habits. The first eight weeks will lay the foundation for good habits or poor habits. For the first two weeks all the time should be devoted to right fingering, correct posture, and learning the keyboard. After the keyboard is mastered, exercises are written until perfect copies are obtained. If the student is made to feel from the beginning that only perfect copies are acceptable, he will be more apt to acquire accuracy at the very beginning. Having the pupil to write at least four copies of each exercise, requiring one perfect copy out of the four, will do away with wasting paper, and at the same time give the pupil sufficient practice in typing. The pupil is made to feel from the start that he is the employee and the teacher the employer—the day report cards go out is pay day. No erasing or careless work is permitted, but every letter is struck with a purpose. The teacher should be ever on the alert to see that the pupil is sitting in an upright position with the feet square on the floor, and eyes on the copy. Better results are obtained from the pupil if a certain amount of work is considered the minimum. Each pupil should be permitted to write as many exercises as he is capable of writing in a semester. Unless a minimum number of lessons are required, the high school student is apt to waste his time, and will not get his full period of practice daily. The greatest mistake a teacher can make is to take up the student's time talking and explaining after the student is well started. The work done in the textbook can be done individually, that is, the class need not stay together on the exercises, but all should work toward the same goal at the end of a certain period. Not only should there be a goal of so many lessons for the semester, but there should also be a definite number of lessons for every three or six weeks.

During the second, third, and fourth semesters a great deal of repetition work is demanded in letter and article material. In training for speed we first write for perfect paragraphs counting perfect paragraphs only, making a gain of five or more words from one exercise to the other. Later we write straight copy, deducting ten words off for each error.

Training a student to typewrite eighty and above words per minute net, requires extra time on the part of student and teacher. A student who has reached this stage of efficiency has completed all regular work assigned for the two years and extra work must be provided. A student writing in this class should start the practice period with finger exercises written slowly and evenly for five or ten minutes, then work on a sentence for about five minutes, and then a paragraph, written about five or seven times. This paragraph should be written no faster than can be written accurately. After this preliminary practice a fifteen or thirty minute test may be given on a pamphlet of new material, starting slowly and gradually working up speed. At all times the fingers should stay near the keys, the wrists should remain quiet enough that a coin could lay on them, and the chair should be low enough that the hand may be able to reach up to the keys.

The question is often asked: "How long does it take to produce a good typist?" If the teaching is done earnestly, every student should be able to write forty words per minute by the end of the

first year and some students who are more apt will be able to write sixty and above. In order to do this kind of work nothing should interfere with the practice hour, and the student should utilize every minute of his period in the proper kind of practice.

Equipment plays a great part in the training of expert typists. Special adjustable chairs, solid tables of the right height, machines and copy holders fastened to tables, and typewriters kept in good condition all help the student tremendously to do good work. The room should be well lighted. For the small people footstools should be provided. With good equipment, consistent practice, proper finger technique, concentration, a great deal of repetition work and rhythm in writing, good typists should be produced. But back of the training is the teacher, who should be an expert typist and take active part in writing with the students in order that she may understand the problems that confront them. She should have, besides a thorough college training, actual office experience. Having had practical office experience she should be able to co-operate with the student and encourage him to become an efficient typist such as is demanded in the modern office.

Remember, Boys Make Men

When you see a ragged urchin
Standing wistful in the street,
With torn hat and kneeless trousers,
Dirty face and bare red feet,
Pass not by the child unheeding,
Smile upon him. Mark me, then,
When he's grown he'll not forget it,
For remember, boys make men.

When the buoyant youthful spirits
Overflow in boyish freak,
Chide your child in gentle accents,
Do not in your anger speak.
You must sow in youthful bosoms
Seeds of tender mercies; then
Plants will grow and bear good fruitage
When the erring boys are men.

Have you never seen a grandsire
With his mind aglow with joy,
Bring to mind some act of kindness—
Something said to him a boy?
Or relate some slight or coldness,
With a brow all clouded, when
He said they were too thoughtless
To remember boys make men.

Let us try to add some pleasures
To the life of every boy;
For each child needs tender interest
In its sorrow and its joy;
Call your boys home by its brightness,
They'll avoid a gloomy den,
And seek for comfort elsewhere—
And remember, boys make men.

—Author Unknown.

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All are arranged in a neat, strong container with lock and key. $12.50, list price. 20% reduction to schools. Ask your dealer for this Unit No. 1, containing enough for a year's beginning in music appreciation, which should be owned by every rural school and presented at every county institute for work in rural schools.

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The Educational Department
VICTOR TALKING MACHINE CO.
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Personal and Professional

M. W. LONGMAN, for eight years superintendent at Muskegon, Michigan, has declined re-election and John A. Craig, principal of the senior high school, has been given a three-year contract at $6,000, $6,500, and $7,000. The teachers of Muskegon recently presented Superintendent Longman with a life membership in the National Education Association.

FRED A. SMITH, teacher of vocational agriculture, Dardanelle, Arkansas, won the distinction of "Master Teacher" in twelve Southern States. In three years he obtained for his district a 24,000-egg hatchery, one of the largest in the country; increasing farmers' income from poultry from $21,500 in 1926 to $48,600 in 1928; dairy development which has brought to that community 756 grade and purebred Jerseys under his leadership; the establishment of fifteen bull blocs and the purchase of fifteen bulls from high producing dams, and has been responsible for the increased income from cream from $42,500 in 1926, to $73,540 in 1928. Through his efforts and those of the Dardanelle Chamber of Commerce that community had the first dairy show ever to be held in Arkansas. The selection of the master teacher was made by the supervisor of each state, using a rating card for reference. Among the points considered were enrollment, methods of instruction, classroom equipment, group leadership, activities, and supervised practice program. A native of Arkansas, Mr. Smith was graduated from the University of Arkansas in 1925. He was presented with a gold watch and an education tour by the Chilean Nitrate of Soda Educational Bureau for having won this distinction.

CHARLES COXE, superintendent, Lewistown, Pennsylvania, has issued one of the best bulletins for the schools and the public that we have seen. It is equal to eight pages of the Journal of Education. We can do no more than select a few typical paragraphs:—

"The surest index of the rating of a community is its public schools. No one ever saw a run-down community maintaining fine schools, nor a fine community without fine schools. There is no possible way to separate the life of the schools from the life of the community. The whole school organization should use every means in its power to keep step with the community; that each may serve the other and by so doing promote mutually the best interests of both.

"'Tis a fact too often forgotten that the chief business of the schools is to instruct children. In the supervision of instruction the old adage applies: What's everybody's business is nobody's business; therefore the chief business of the superintendent is the supervision of instruction.

"Responsibility for the course of study and the quality of instruction cannot well be delegated by the superintendent to any one in a subordinate position. It follows then that the superintendent is responsible for the people who do the teaching; for what they teach; how they teach it; and what they use in teaching. The superintendent is responsible to the board for the work of the teachers; to make his work with the teachers effective his control of the teaching force ought to be sustained by the board under ordinary conditions. In school work there has often been interference with teachers and teaching for reasons not directly connected with good work. Partisan politics; personal friendship, religious preference, fraternal association, and other outside considerations have been advanced for the retention, promotion, or advance of teachers, for increase in salary, and for better working conditions; when, in fairness, justice, honesty, and decency, the only reason for electing or retaining a teacher is that the teacher does satisfactory work. It requires the best efforts of the superintendent with all the support and encouragement the board can give him to build up a satisfactory, working system."

W. M. CULP'S "Jottings of a Traveling Bookman," in Harr Wagner's The Western Journal of Education, San Francisco, is as interesting and discriminating as any educational correspondence that is published. His "Jottings" have an important personality.

MABALL SHIFFLE CLARKE SMITH, author of "The Story of Napoleon" (Thomas Y. Crowell Company), and editor of Near East Relief Magazine, a native of Boston, graduate of Boston University, with graduate course in University of North Carolina, has divided her educational activities between Massachusetts and the South. In Massachusetts she was on the Board of Education of Dedham, member of the University Education of Women, president of the Boston branch of the Association of Collegiate Women, and was active in various educational and literary affairs. In the South she was vice-president of the Southern Association of Collegiate Women and Acting Dean of Women, University of Tennessee.

Her work in authorship, to which she is devoting herself of late, has twelve books to her credit, but the more famous books have had a French setting. "The Spirit of French Letters," "Twenty Centuries of Paris," "The Maid of Orleans," and "The Story of Napoleon."

Go-Getting By Plodding

By ARTHUR DEAN

You've got to go in order to get and after you get you'll have to keep on going in order to continue your getting.

Before you start to go make sure of what you want to get, and please be quite sure that you will be satisfied after you get it.

Even more important you'd better study just what kind of GO there is in you. You see there are go-getters who can make the lady of the house sign on the dotted line for a book she doesn't want. This type would have difficulty selling bonds to a first-class bank where a little of the plodder's patience, skill, brains and tact would be necessary.

Let me tell you a little story:—

The first student admitted to Stanford University came down from Oregon in the middle of the summer before the first term started. He was deficient in entrance credits and had no money. The University found him a job, driving a buggy and looking after a cow at a neighboring girls' school. The boy took his pay in being tutored.

He made good progress in everything but English composition and was finally admitted on his prospects. He studied geology and developed a genius for organization in student affairs. When he came up for graduation as a mining engineer he was still deficient in certain minor technicalities of English composition. But he was a great plodder and had prospects.

However, as he seemed to have all the other requirements of a useful citizen, he was allowed to graduate and take his chances in the world.

The boy's name was Herbert C. Hoover.

I have just dug into the lives of sixteen actors, twenty-four architects, one hundred twenty authors, six economists, thirty-six educators, seventeen engineers, thirty-eight explorers, twenty-one financiers, thirty inventors, twenty-four journalists, twenty-eight medical scientists, thirty-one musicians, seventeen philanthropists, forty-two scientists and fifty-two statesmen to discover whether or not they were go-getters in the present very superficial sense or plodders in the big broad old-fashioned sense.

I find that every one of these men "got there" by hard work, intensive study and high ideals of their job.

Scrape the sky with your sky-scraping ambitions, but remember the higher the skyscraper the deeper must be the foundation.

Copyright.

School Problems

Edited by a School Executive

250. What do you think of grade one having a shorter day than the other grades? (Ohio.)

There is a very popular feeling that grade one should have from thirty to sixty minutes less time in the classroom than the higher grades. Little children, especially where the schoolroom set-up is formal, need much free outdoor play. They must have time to assimilate the tool subjects, and even with a diversified program four hours as a rule is long enough to cover all they can take of school work. Physically they gain more from outdoor life and rest the remainder of the day.

251. What do you think of putting an arithmetic textbook into the hands of second-grade children? (Massachusetts.)

If you mean a regular arithmetic textbook I should say no. Third grade is soon enough to put such a book into the hands of the children. I think most modern arithmetic series are built on that basis. But if you mean one of these new arithmetic books, written on a reader plan, beautifully illustrated and filled with stories and directions for activities, by all means, yes. They are being put out especially for second grade and are delightful. They form a kind of bridge between the informal number activity situation of the first grade and formal, recognized number work of grade three. As such they not only supply factual material but they give the child the right attitude, the happy approach to arithmetic. It is not a dry two-and-two-make-how-many affair, but a living, moving thing, an adventure, a game that comes out right. By all means put such a number reader into your second grade.

252. Do you believe in all individual reading in the grades? (California.)

No, I do not. I know there are educators who believe that each child should come up and read to the teacher by himself, but I think this is very wasteful, and the large classes in most of our public schools make it impossible. I do believe in much individual work in reading as in other subjects, but I think it well for us to remember that "the law of the pack" still holds good. We still live that way and you know we have no proof that all these individual trends, individual technique and plans are going to put society on any further than the mass teaching. We aren't sure on that point, so it behooves us to hold on to some class work in reading as in other lines, some group work until this stage of experiment in individual work is a little more advanced.

253. Why do women teachers prefer to work for men? (New York.)

Oh, it's the old story. They think men appreciate them more, don't see through them as quickly, and are more easily handled. Some of this is true, of course; true in many cases. However, we are getting women into administrative and supervising positions now who are winning from their teachers a loyalty, a following; winning it by their fineness and fairness, their unfailing friendship to the teacher that is not excelled by men educators.

It is said that women know the tricks in their own sex; yes, and they also know the fears, the hopes, and joys. When women have once worked for a fine woman leader and learned to love her, then their preference of working for men is dead forever. If you don't believe it just ask one of the women teachers in Los Angeles.

254. Don't you think we should discourage some of our boys and girls from going to High School? They would be better off at work. (Conn.)

No, I do not believe that discouraging such boys and girls as you have in mind from going to high school is the solution to the problem at all. First, we need to modify our high schools and have new types of high schools to meet the varied needs of our boys and girls. We seem to think that if we carry them as far as they can go on a regulation scholastic plan and then turn them out to work, our responsibility ends. Of course not. We must meet the needs of these pupils who do not fit into our regular high schools with full or part-time schooling of a different kind. Such a pupil is no more ready to meet the social problems of the industrial world than his scholastic brother. And the industrial world is not anxious to take him in, in most cases. His labor is of little value. We need to feel our way along very carefully at this point, but I am sure that turning the boy out to work, and often into a blind alley job, is not the answer to it.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

The Rough Way

Yesterday as I came down on the main street I hesitated, wondering whether I should take the train at the Farms station or at the Hills. The Farms lies three-quarters of a mile away and the road to it, that I usually take, leads over a rough field, then along a city street to a road that winds through a birch grove. The final stretch runs across a level spot that I knew would be muddy and hard to travel.

The road to the Hills leads straight away along a city street with smooth cement walks every step of the way. After a moment's debate I chose the rough road. As I analyze my reasons I find these the most important.

There is a pine tree towering in an angle of the rough road. I love to pause a second to hear the wind rustling its wings through the high boughs; there is a group of birches set in a lovely knoll very close to one of the roughest spots. These birches lean away from one another in the most fantastic way. I love to look at them and imagine they are wood maidens leaning back, finger tip to finger tip, as though about to begin a merry circling dance; there is an old apple tree half choked out in underbrush on the edge of a ravine. I love to see the struggle the old tree is making for its share of light. Long slim rods of sleek wood spring straight and round towards the sky from its scaly old limbs.

On the smooth road I knew there was only the roaring of motors and the grinding of gears and squealing of brakes on the smooth highway.

In any case I went the rough way. It was very quiet in the birch woods where the last snow still lingered. As I stood looking at the birch maidens about to begin their dancing a little brown bird swung down out of the blue March sky into the hair-like twigs of one of them. It rested a second, then lifted up its head and sang its first silvery song of the new spring. If you have ever thrilled at the first song of spring you will understand how I felt. It was as though the birch maidens had suddenly thrown back their heads and sang for me a glorious silvery song of victory.

As I sit in my office writing this letter to you this thought comes to me. It is not always best for us to go the smooth road; more often, the thrill of a song of victory greets us at the rough road's end. He who travels the rough road learns to take joy in simple things; the wind in the pine boughs, the glory of the morning light upon the silvery birches; even the feel of the road itself beneath his feet. On the rough road nature comes very close to us; bearing to our eyes and ears and sense of smell and touch a thousand favors denied those who travel only on the smooth. And since there is only one great law, the same is true in the spirit world. He who travels the rough ways of life, if he travel with humbleness and a desire to see and learn and understand, is very apt to hear the silvery songs of winged things in the most trying places.

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The Value of Man

From a chemist's point of view the value of man is very small. His body would yield enough lime to whitewash a ceiling, enough salt to fill a teaspoon; enough sugar to fill a tablespoon; enough iron to make a small nail; enough worthless ash to fill a small pail; enough oil to fill a pound tin; the rest of the body, mainly water, would be worth absolutely nothing. Judged, therefore, by the chemist, man is, indeed, a poor and worthless proposition.

From an employer's point of view, man is also a rather poor investment. His hands are soft and easily harmed; his muscles tire quickly; he must spend more than half his time in rest or sleep; he is subject to all sorts of ills, and wears out rapidly when the pace becomes too swift. As compared with a good machine he is, at best, a poor investment in most lines of work. And yet, not long ago I stood on a river bank watching a huge steel bridge creeping slowly but surely from bank to bank; human fingers, backed by human brains, were doing a truly incredible thing in bridging that raging flood of rushing water.

That same evening news came over the radio of the completion of a vast tunnel that bored its way through the very heart of granite mountains, smoothing out the trail and shortening the time between two important cities. The solid mountains had yielded to the picks and drills of human hands.

To value's man's body, therefore, at its true worth we must see it in the light of the things it does. We must see it rising in grandeur into noble buildings; springing into a million lights across a city's face when night falls, roaring up from the earth on the wings of the airplane, singing through space in the waves of the radio, peering through telescopes into the heart of the universe, delving and digging into the secrets of the earth, unlocking knowledge and creating a mastery over all earthly things. And when we have seen this body of man rising up so nobly in its deeds, we must look behind it and see the source whence all this energy and knowledge flows; what seems so remarkable as the results of human hands seems less remarkable as the results of human thinking, flowing up into the earth, as a spring flows, from a deeper, though hidden spiritual source. Man as a human being is indeed frail and valueless, but man as an earthly visitant from spiritual worlds is a vast and wonderful appearance that each of us should marvel over whenever we see our brother struggling to create some worthy thing.

It Was His Mighty Heart

Do we wish convincing proof of the power of kindness to rule over the hearts, the affairs and the ideals of men; do we wish conclusive proof of the power of kindness to ennoble lowly lives; to dignify the humble; to enrich the poor; to lift into spiritual splendor that which might otherwise have remained but one more human incident in the long, long march of mankind out of darkness into light? Then let us retire into our own spirits and look upon the face of Abraham Lincoln, the face of one of the kindest men that ever lived. I think if we were to search honestly for the source of the power that Lincoln wields over our ideals, we would find it in the happy memory of his kindliness; children smile at Lincoln's name and think of some tender incident of his love for them; the eyes of great men soften at mention of him as into their souls creeps the memory of his great, brooding kindliness.

Abraham Lincoln is growing into a legendary figure the world over; a great, blessed presence from whose memory, as from a sun, spreads the warming, healing, life-giving rays of kindliness.

This thought is nobly expressed in the last five words of this majestic poem. Let us read this poem over and over until we understand it and appreciate how the poet has caught the

secret of the martyred hero's greatness.

On the Life-Mask of Abraham Lincoln

This bronze doth keep the very form and mold
Of our great martyr's face. Yes, this is he:
That brow all wisdom, all benignity;
That human, humorous mouth; those cheeks that hold
Like some harsh landscape all the summer's gold;
That spirit fit for sorrow, as the sea
For storms to beat on; the lone agony
Those silent, patient lips too well foretold.
Yes, this is he who ruled a world of men
As might some prophet of the elder day,—
Brooding above the tempest and the fray
With deep-eyed thought and more than mortal ken.
A power was his beyond the touch of art
Or armed strength: It was his mighty heart.

R. W. Gilder.

The Golden Ransom—I

"If you give me my freedom I will cover the floor of this room with solid gold." These words were spoken by the Inca, or ruler, of the people of Peru some four hundred years ago. He was a bold, handsome man, clad in rich garments, and wearing a fine woolen fringe across his forehead as the sign of his high rank. The man to whom he spoke was Pizarro, a daring Spanish soldier who, with a small band of men, had forced his way into Peru and, by means of a trick, had made the great Inca his prisoner.

Pizarro and his friends listened with a scornful smile on their faces, and made no answer. "Not enough?" said the Inca. He had discovered the love of gold that filled the hearts of his Spanish captors. Standing on tiptoe, the Inca then streached his arm up against the wall. "I will not only cover the floor, but I will fill the room with gold up to here," he said.

This made the Spaniards start. Surely the Inca could not fulfill such a promise! They had heard, however, wonderful stories of the gold to be found in Peru, and, drawing a red line round the walls at the height to which the Inca pointed, Pizarro made the bargain with him. The room was twenty-two feet long and seventeen feet wide, while the line was nine feet from the floor. This huge space was to be filled with sheets of pure gold and solid golden ornaments. The Inca further promised to fill the next room, which was smaller, twice over with silver. He asked for two months' time in which to gather the treasure together.

The Inca's orders went forth to his people, and, day after day, sheets of gold and beautiful golden ornaments of all shapes and sizes were brought in on the shoulders of Indian porters. The Spaniards gloated over the heaps of shining treasure, as it was stored safely in the empty rooms. The wonderful show of wealth, however, only made them greedy for more, and they began to complain that the gold was not coming in fast enough.

The Inca told them of the long, steep, and narrow mountain paths over which the heavy loads of gold and silver had to be carried. Parties of Spaniards then set forth with the Inca's men, to see for themselves the temples and palaces from which the gold was being brought. They did indeed find the mountain tracks long and dangerous. To add to the troubles of one party, their horses' shoes wore out, and there was no iron for new ones. As something had to be done to protect the poor animals' hoofs, the whole troop was shod with pure silver!

(To be Continued.)

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The Golden Ransom—II

The Spaniards were amazed at the glory and richness of the buildings they found in the Inca's cities, and they lost no time in robbing them of the gold and silver treasure they held. From the walls of the great Temple of the Sun in the largest city they tore down seven hundred plates of gold; but a beautiful band of gold running round the whole building was so firmly set in the stone that the spoilers could not wrench it off. The people of Peru were very unhappy at seeing their greatest temple robbed and wrecked, but to save the life of their ruler it had to be.

Thus the treasure piled up in the rooms that the Inca had promised to fill. Before the red line was reached, however, the Spanish soldiers became impatient to divide the booty, and each get his own share. To do this, the lovely golden ornaments, most finely wrought, had to be melted down into bars of equal size. The Indian goldsmiths toiled day and night in thus undoing the work of their own hands. When they had finished, the pile of golden bars was found to be worth three and a half million pounds. Pizarro and his followers had got what they had come all the way from Spain to find, and greedily each man seized upon his share of the golden spoil.

It was now for Pizarro to keep his part of the bargain and set the Inca free. Pizarro's men, however, were afraid of the Inca's gathering his people around him and becoming a dangerous foe to them. They told Pizarro that the Inca was plotting against him, and urged him to make an end of the great ruler. Hearing of this, the Inca begged Pizarro to spare his life, and promised as large a golden ransom again as the one he had already paid. Pizarro was moved to pity, but he was unable to withstand the wishes of his men. He broke his promise to the Inca, and had him cruelly and unjustly put to death.

Thus the Spaniards betrayed their trust and gathered in their hoard of gold—the sun's tears, the people of Peru used to call it; and it proved to be little better to many of the Spanish soldiers. One cannot eat gold and silver, and the time came when those men, starving and frozen among the great mountains of Peru, said that food was the only gold for them. Pizarro, too, although he won the kingdom of Peru for Spain, was in the end killed by his own followers. The greed for gold led men, then, as it too often still does, into paths of suffering and shame.

—From New Zealand School Journal.

EDUCATION IN ACTION

Buys Old Schoolhouse Because of Its Memories

The axe that hovered over the old one-room Shawhan schoolhouse in the Scott township of Pennsylvania has been stayed. While the county superintendent and others looked with pride at the new four-room brick structure one man reflected upon the impending fate of the old school where he had been taught and his five children also. So George W. Watson bought the old building and is having it moved a block and a half to his own property.

High School Musicians To Assemble in Camp

Eight weeks of music study and recreation under exceptional surroundings in the National High School Orchestra and Band Camp at Interlochen, Mich., will be available next summer to 300 boy and girl musicians graduating this year from high schools in the United States. Major activities will be an orchestra of 150 players, a band of ninety players and a chorus of sixty singers. Plans for the summer include concerts directed by guest conductors, men of distinction in the world of music; request programs, organization of a choir for Sunday services; and numerous other vocal and instrumental features, as well as the presentation by a massed chorus with the assistance of visiting artists as soloists of Mendelssohn's oratorio of "Elijah." The 300 high-school graduates who participate will be young men and women of excellent character, loyal members of their school organizations, selected because of their outstanding musical talent.

Pupils Make Model Boats

In a model boat contest held in the schools of Baltimore last year 2,000 boats were made by pupils in elementary and junior and senior high schools. Much interest was shown by parents in work of the children, and in carrying out the project the Maryland Yacht Club and many departments of the city government cooperated with the division of vocational education.

Transportation For Utah Children

Utah is one of the foremost states in providing transportation for pupils who live beyond walking distance of school. Expenditures for transportation of school children averaged $19 per pupil in grades 1 to 8 and $33 per pupil in grades 9 to 12 in twelve large school districts of the state during the school year 1927-28. A total of $279,-191 was expended by the 12 districts. Of all children for whom transportation was provided in 1927-28, 13 per cent. traveled by railway, 74 per cent. by automobile, 6.5 per cent. by wagon, 5 per cent. by private conveyance, and 1.5 per cent. of the pupils for whose transportation funds were supplied were boarded near the schools in lieu of transportation.

Apprenticeship Supervision

Provision for Government supervision of apprenticeship programs and for the setting up of representative provincial and local organizations to promote and develop training in designated trades has been made in the Ontario apprenticeship act of 1928. It is in the form of enabling legislation, and is the first legislative action in Canada to assist industry in providing adequate training facilities for young persons entering skilled trades. The act at present applies only to the building trades, but it is thought that eventually other branches of industry will be brought within its scope.

Ventilation Aids Pupils' Health

Respiratory diseases are much more frequent in children who attend recently constructed schools with forced draft than in those who attend old schools in which heat and gravity were the principal factors of air exchange. This conclusion appears in a preliminary report of six schools of Syracuse, N. Y., made by the New York State Commission on Ventilation. Similar studies in one and two-room rural schools of Cattaraugus County, N. Y., confirm previous findings of the commission that rooms with moderate temperature show lower rates of "respiratory illness than do those which are overheated or underheated." The New York commission has resumed its studies in New York City in four public schools which have been placed at its disposal for observation of the effect of different atmospheric conditions upon pupils.

Fight to Put Bible In Wisconsin Schools

Bible reading in the public schools of Wisconsin—once barred by the Supreme Court—is in prospect again through a bill before the Senate Committee on Education and Public Welfare. Ministers and laymen crowded the recent hearing. Several denominations supported the bill, but Catholics, Lutherans and Jews opposed it. The Gideons, who place Bibles in hotels, asked that the bill be introduced, and they are active for it. It directs teachers to give instruction in "fundamental" ethics and character building, and as an aid the teacher may read a non-doctrinal Bible. For the purpose of these readings the Superintendent of Public Instruction is directed to procure a collection of selections. That this would not be possible was contended by opponents, who claim every portion of the Bible has some doctrinal basis.

World Conference On "New Education"

Announcement is made of a world conference on new education to be held August 8 to 21, at Elsinore, Denmark. It will be the fifth international conference of the New Education Fellowship, which has headquarters in London. The general theme of the conference will be the new psychology and the curriculum. The program includes a lecture each day by prominent educators, and a special feature will be study courses and group conferences. Provision has been made for social activities and recreation, including folk dancing and singing, visits to schools and exhibitions, and excursions to places of interest. The place of meeting in Elsinore is Kronborg Castle, the scene of Shakespeare's "Hamlet", which has been lent to the conference for the occasion.

Women Students Lead in Report

The women of Bridgewater, Va., College have demonstrated in no uncertain terms their ability to stay in the academic race with the men, according to the mid-year report on honor students. The report shows that ten per cent. of all students made honors the last semesters. Of this number seventy-five per cent. are women. Thirteen per cent. of all women enrolled made honors and only five per cent. of the men.

Students Graded On Morals and Civics

Students are graded on moral and civic qualities in Flathead County (Mont.) High School. Each student is graded by all his teachers in sports-

manship, school spirit, honesty and trustworthiness, openmindedness, consideration for the rights and opinions of others, co-operation, initiative, leadership, industry, application, courtesy, manners, and mental and moral cleanliness. The records are permanently filed.

Pupils Now Teach Parents

A novel experiment in educating the foreign-born adult has been started by the Board of Education of New York. The effort is being made to enlist the co-operation and aid of school children in teaching their parents the rudiments of the English language and the fundamentals of American institutions. The experiment is directed by the Division of Extension Activities and operates through the medium of the elementary schools. Sets of forty lesson sheets are sent out to the ten schools used for the experiment. Teachers in charge of this work talk to pupils whose parents have not mastered the language of the country and who are not enrolled in evening schools. The children are instructed in the use of the lesson sheets. Thus tutored, the pupil teachers receive the first lesson sheet, no time limit being set for the satisfactory completion of any one lesson. At home, in the leisure hours of the evening, parent and child go over the lesson. The underlying theory of "child teaching parent" has been seriously challenged on the ground that the procedure might tend to create tension in home relations. Some of the pupil-teachers have been surprised at the slowness of the process of learning. A teacher reported that several pupils had complained that parents forget previous lessons "just like children."

English Language For Correspondence

English has been adopted as the official language to be used by Finland's Students' Corps Union in its correspondence with foreign student organizations and societies. French, German and Swedish and a combination of them were suggested, but when a vote was taken in a convention English was adopted as the sole official correspondence language.

Majority of Boys Instructed in Religion

The New York State Department of Education has found that of the 65,000 boys between fourteen and seventeen attending continuation schools 77.8 per cent. attend church, Sunday school or receive religious instruction of some sort. The City of New York was lowest on the compiled list, with 74.4 per cent. of the continuation school boys getting religious instruction. Buffalo was rated with 89.5 per cent. and Rochester with 78.6 per cent. "Sociologists tell us," said Dr. A. L. Wilson, assistant commissioner for vocational education, "that crime prevention can come through better religious instruction to our youth, and we know from prison statistics that the average criminal is a young man, not over twenty-two."

Persia Students Study in Europe

Examinations conducted in September by the Ministry of Education of Persia resulted in the selection of 110 young men who will be sent to Europe at the central government's expense for courses of study covering several years. Most of them will go to France. The prospective departure of these students was made the occasion of many public meetings and was featured by the press as evidence of the government's interest and intention to push Persia rapidly along western lines to the place it is believed the country of Cyrus and Darius should occupy in the modern world. Several French professors have been engaged for technical schools in Teheran and some German master artisans for industrial schools.

Universal Language To "Debabelize" World

A universal language consisting of 500 words is the desire of Professor C. K. Ogden of London, whose aim, as he calls it, is to "debabelize" the world's speech. In a recent issue of the magazine Psyche he prints a list of scientifically selected words "to form an international auxiliary language—a second language—for all who do not already speak English." This list of words he calls Panoptic English, because the whole of this new language can be printed on the back of a sheet of notepaper, and "can be seen at a glance." It is divided into the following groups: Operators, necessary name, qualifiers, common things and opposites. Experiments with the new vocabulary have been surprisingly successful. Specimens of diplomatic writing, such as the Kellogg note, have been "translated" with convincing thoroughness.

Budapest Beggars Resent Competition of Professors

National Beggars Association of Hungary resents the invasion of their ranks by a horde of starving professors, lawyers and students who cannot find employment. These workless professional men line up at the soup kitchens along with confirmed beggars. The latter complain that Budapest is already overcrowded with persons who live on charity.

Study of English Gains in France

Recent debate in the French Senate about the restoration of Latin in the preparatory schools, at the expense of modern foreign languages, has evoked a defence of English and, in a less degree, of German and the publication of statistics showing the tendencies of each. In 1909 the schools taught English to 21,000 pupils; in 1928, to 37,000. In the same years the number of pupils in German was 28,862 and 21,865 respectively, showing that although, in pre-war days, German was more popular than English, it had been superseded by English since 1919.

Consolidations Change Rural Education

Centralized schools in rural districts have increased within recent years at the rate of approximately 1,000 a year. Five times this number of one-teacher schools have been abandoned. This is shown in a study of Educational Achievements of One-Teacher and of Larger Rural Schools, by Timon Covert, assistant specialist in rural education of the Bureau of Education. Improved roads, the modern school

THE ARLO BOOKS

READING INTERPRETATION EXPRESSION

Well, the ARLO PLAN this week is to find a summer job for a Dartmouth graduate, now in Medical school. He was varsity track; and still holds records for middle distances. He was assistant coach in track his senior year, and played on the varsity football squad.

In a large high school he was track captain; and played varsity football and baseball. At a large boys' camp he would add much to athletic training and good sport.

If you want to consider this young man, or to order some excellent books for interpretive reading, address

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bus, and larger and better equipped schools under the direction of more highly trained teachers are factors in this marked change in rural education.

Forbids Use Of Lipsticks

Declaring that Jugoslavia's school girls must devote more time to education and sports than beautifying themselves, Premier Zivkovitch has decreed that all school authorities must refuse admission to girls using lipsticks and powder and wearing short skirts and silk stockings.

Health Work In Los Angeles

Approximately 50,000 school children of Los Angeles, Calif., are reached and helped each year by the department of health and corrective physical education of the city school system. All senior and junior high schools have corrective rooms with teachers in charge. Thirteen corrective physical-education centres for elementary school children, and in addition the work of traveling corrective teachers eliminates in some cases the transportation of children. The department has a personnel of 315, including a director, 5 assistant directors, 3 assistant supervisors, 30 physicians, inspectors, 35 physicians who give volunteer service, 28 physician consultants, a medical sanitary inspector, an assistant medical inspector, 12 dentists, 6 dental assistants, 62 nurse inspectors, 10 nurse teachers in high schools, 70 high school corrective physical education teachers, 9 nutrition teachers, 11 elementary corrective teachers, 6 elementary traveling corrective teachers and others.

The NORTHFIELD

A Springtime Rest

can be well enjoyed here under delightful conditions. Sap is running; mountain trails are growing green; birds are returning; the outdoors beckons. Seasonable sports—golf course will soon be open.

You'll feel at home here, with pleasant rooms, inviting library and sun-parlor, ample cuisine. Accommodations for family or individual at pleasing rates. Only 100 miles from Boston (North Station) by convenient trains, or over good motor roads.

Write for folder.

AMBERT G. MOODY, Mgr.
East Northfield, Mass.

TREND OF THE TIMES

LONDON had no pre-Roman existence, concludes the keeper of London Museum, Dr. R. E. M. Wheeler, no Celtic remains having ever been found on the site. The Thames was not fordable there, it is now believed, but when the Romans threw a bridge across, the city grew around it.

VIENNA Medical School retains much of its greatness in a country that has become by comparison infinitely small. It is still attended by students from all over the world, including at the moment 400 Americans Austria in art and industry, and until lately in government, is essentially conservative. In medicine, however, Vienna has proved herself surprisingly modern—too modern, say older and graver dons of the university. Vienna has become the Mecca of those who seek the water of eternal life—rejuvenation experimenters.

EXPANSION of government activities, with the resultant increase in cost, is shown by the appropriations of the Seventieth, the Sixty-ninth and the Sixty-eighth Congresses, all of which in turn set a new peace-time record for government expenditures. The Seventieth Congress appropriated $9,291,599,377; the Sixty-ninth, $8,620,000,000, and the Sixty-eighth, $7,935,000,000. Forty million dollars have been allotted for Mississippi Valley and New England flood control work and $75,000,000 was for tax refunds.

FARADAY, discoverer of electromagnetic induction, used no mathematical equipment to present his ideas more abstruse than the rule of three, and he suggested that mathematicians investigating physical actions might express their conclusions in common language as fully, clearly and definitely as in mathematical formulae.

FIRST RADIO CENSUS ever undertaken to cover the entire world shows 20,000,000 receiving sets in use, extending from Greenland to Ceylon and Jugoslavia to China. Salient facts disclosed by the survey are: 1. Radio has penetrated to the four corners of the globe. 2. Outside the United States, radio entertainment programs are almost universally supported by license fees collected on sets, ranging from as low as four cents in France to $18 in San Salvador. 3. The most powerful radio casting stations on earth are in Europe, Russia and Finland leading the world. 4. Approximately ninety per cent. of all radio equipment is made by America, England or Germany.

FRANCE, following in the footsteps of England, Germany and Russia, has begun work on the publication of a gigantic compilation of archives and documents concerning the question of the origins of the World War. The entire publication will consist of fully authenticated documents taken from the archives of the Foreign Office, various ministries and embassy legations and, in some instances, foreign sources.

AIR MAIL contractors were paid $7,430,225 by the Postoffice Department for carrying the air mail over 8,270,081 miles—330 times the distance around the earth—during 1928. The contractors received an average of ninety cents for each mile operated, slightly less than the average cost of $1 a mile for airplane operation.

OLD BANNER DAYS of ice harvestings on the Kennebec river in Maine are nothing but traditions to the present generation. Ice cutting nearer the commercial centres and later the expansion of artificial ice processes, spelled oblivion for the natural ice business of the Kennebec. One by one the eighty great ice-houses were abandoned. Fifty years ago more than 800,000 tons of ice were stored in the ice-houses every winter.

CITY OF THE VATICAN, according to the National Geographic Society, the newest state to take its place among the nations of the world, is the smallest existing entity with an international status. The City of the Vatican embraces within its limited boundaries the world's largest and one of its most beautiful churches; many of its rarest and costliest art treasures and books, and has for its "capitol" the most extensive and probably the best known palace in existence.

HEALTH CONDITIONS in the United States are generally good, according to the United States Public Health Service. Reports of communicable diseases to the service, of deaths to the Bureau of Census and the experience of large life insurance companies all indicate low death rates from most causes and generally good health conditions.

The BOOK TABLE

WHITTLINGS. By O. J. Laylander. Cedar Rapids, Iowa: The Torel Press.

O. J. Laylander reveled in cheerfulness and helpfulness as superintendent of Cedar Falls, Iowa, and when he became a vital factor in the prosperity of Ginn and Company, as they magnified their opportunities in the Middle West, he became a broadcaster of the promotion of good causes as well as of individuals, and has been in a class by himself, beloved and admired.

The one word that characterizes Laylander's friendliness is "whittling." He has never allowed any one to credit his friendship seriously. It has been just an incident in his active life. He just lets his wholesome heartiness drop like "whittlings" in an idle mood.

In this latest book he has gathered all sorts of "whittlings," real and otherwise, in as charming a book of fact and fancy as we have enjoyed in many a day. Thank you, Orange Judd Laylander, for this new evidence of your brilliant friendship.

PROBLEMS IN SCHOOL ADMINISTRATION WITH EMPHASIS ON FISCAL AND PERSONNEL PHASES. By E. E. Lindsay, State College of Washington. Introduction by William F. Russell, dean of Teachers College. Cloth. 545 pages. New York: The Macmillan Company.

We quote from Dean W. F. Russell's Introduction:—

"The distinctive characteristics of American educational administration are the control of schools by the people in relatively small governmental units and the payment of most of the expenses of these schools by taxes paid by the people who live near by.

"This was formerly practiced to a degree in a number of foreign countries. England followed the principle of voluntary support and private control during the days when our forefathers left her shores. Czechoslovakia and Bulgaria had local control and support so long as they were under the yoke of foreign oppressors. But only in the United States do local control and local financing appear to be at once the practice and the desire.

"In foreign systems where the control and financing of education are far removed from the people, there has grown up a notion that one set of school officials shall teach, build the curricula, and determine the life of the school, and that a totally distinct group shall build the buildings, purchase the equipment, and find the money. The interna and the externa of education are kept separate.

"Doctor Lindsay gives a picture of the all-pervading importance of the financial aspects of education in America, the bearing of finance upon many an educational problem, and ways and means of solution. In the United States, under our system of government, true educational advance depends upon teachers and administrators who not only are competent as to what they teach, how they teach, and where they teach, but also know something of how much it costs, who pays the bills, and what sort of educational program we can afford."

APPLIED ARITHMETIC FOR GIRLS. By Nettie Stewart Davis, Girls Trades and Technical High School, Milwaukee. Cloth. 126 pages. Milwaukee, Chicago, New York: The Bruce Publishing Company.

It would be amusing were it not disgusting to hear otherwise intelligent and decent people protest against the multiplicity of courses of study and of textbooks.

It is ridiculous to have people of assumed common sense discuss the necessity of having girls study what boys study as boys study. We have only begun to provide variety of textbooks, and adapt courses of study to the variety of interests of students, girls as well as boys.

Education must be profitably marketable as well as socially desirable. Marketable culture is now as vital as scholastic culture used to be.

Miss Davis has met the need of girls who will be wage earners or homemakers brilliantly. Even a man can appreciate a book of which the following page is a sample:—

Don't use the giant burner on your gas range when a smaller burner will do.

Don't light burners on your gas range until you have food all ready to cook.

Don't allow a burner to remain lighted when not in use.

Don't use the gas oven to heat the kitchen.

Don't heat a kettle full of water when you want only a quart.

Don't use the ovens of your gas range for storage of food. This rusts the oven.

Don't keep a full flame under container when water has reached the boiling point. Turn down the flame or set the utensil over the small simmer burner.

Don't turn off cock part way at meter. This does not save gas. It lessens the pressure and interferes with good service.

Don't expect to use gas efficiently in an old worn-out range, or one with burners which need adjustment.

Don't use the burners if they pop or make a noise when lighted. Call the gas company to adjust them.

Whenever possible, use the smaller-size burners instead of the large ones.

Remember gas is no hotter ten minutes after the burner is lighted than it is the instant the burner is lighted.

Turn out the gas and relight it again if there is an interval when it is not needed. Matches are cheaper than gas.

Keep the burners of the gas range clean by washing them in boiling water and soda at least once a month and have them dry before using. This will save gas.

Use the gas oven to its fullest capacity on baking day. Plan to have a baked dinner when you bake.

Use a triple saucepan set over one burner. You can cook three vegetables for the cost of cooking one. Ordinary saucepans will cook only one vegetable at a time.

Books Received

"The Use of the Dictionary." By John A. Strong.—"How the World Is Fed." By Frank G. Carpenter. New York City: American Book Company.

"Outdoor Adventures." By Albert E. Shirling. Yonkers, New York: World Book Company.

"Junior Food and Clothing." By K. W. Kinyon and L. T. Hopkins. Boston, Mass.: Benjamin H. Sanborn and Company.

"Handbook of Grammar." By Paul Sidwell and Russell G. Siegfried.—"Methods in Adult Elementary Education." By Nina Joy Beglinger.—"Our Atlantic Possessions." By J. Earle Thomson. New York: Charles Scribner's Sons.

"Tales of Borinquen." By Elizabeth K. Van Deusen.—"Laboratory Exercises in Educational Statistics with Tables." By Robert Lee Morton. Newark, New Jersey: Silver, Burdett and Company.

"Vocational Education of Junior College Grade." By G. V. Bennett.—"The American Normal School." By V. L. Mangun.—"State Control of Secondary Education." By O. L. Troxel.—"Contemporary Municipal Government of Germany." By B. W. Maxwell. Baltimore, Maryland: Warwick and York, Inc.

"The Rural Schools of Norway." By Arne S. Jensen. Boston, Mass.: The Stratford Company.

"Applied Arithmetic for Girls." By N. S. Davis.—"Free-Hand Drawing." By F. Beem and D. Gordon. Milwaukee, Wisconsin: Bruce Publishing Company.

"Teaching in Secondary Schools." By A. D. Mueller. New York: The Century Company.

"Guidance for Youth." By F. G. and B. C. Davis. Boston: Ginn and Company.

"My Trust and Other Verse." By Caroline Salome Woodruff. Rutland, Vermont: The Tuttle Company.

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GRINS BETWEEN GRINDS

Cheap Enough

Rufus was proudly sporting a new shirt when a friend asked: "How many yards do it take to make a shirt like dat one, Rufus?"

"Well, suh," replied Rufus, "Ah got two shirts like this out'n one yard last night."

No Expression in It

Lady—"Doesn't that little boy swear terribly?"

Another Little Boy—"Yes'm, he don't put no expression in it at all."

Meaningful Name

Visitor—"But why do you call your small brother 'Flannel'?"

Bobby—"'Cause he shrinks from washing."

Correct

Teacher—"If I tear a piece of paper into four, what do I get?"

Pupil—"Quarters."

Teacher—"And if I divide it into eight?"

Pupil—"Eighths."

Teacher—"And if I divide it into 8,000 parts?"

Pupil—"Confetti, sir."

Be Careful!

Teacher—"Johnny, why are you so late this morning?"

Johnny (breathlessly)—"If you please, teacher, we tuned in on a western station last evening and mother set the clock by it."

An Appreciated Change

"What's the matter, Mother?" said the son, entertaining his mother down town. "Don't you like a restaurant dinner for a change?"

"Oh, dear me, yes! I was just counting how many pots I'd have to wash if I had gotten it myself."

Well Trained

"We want a man," said the manager, "who can answer all sorts of questions and not lose his head."

"That's me," replied the applicant. "I'm the father of eight children!"

Best She Had

Mrs. Coin—"Have you any recommendations?"

Maid (seeking employment)—"I have these divorce papers, lady, and my doctor's prescription for a languid liver."—Hanso.

Turned Tables

"Shut that door! Where were you brought up—in a barn?"

The man addressed complied meekly and silently. The first speaker observed that he was in tears and going over to the man he apologized.

"Oh, come," he said, soothingly, "you shouldn't take it to heart because I asked if you were raised in a barn."

"That's it, that's it," sobbed the other. "I was brought up in a barn and it makes me homesick every time I hear an ass bray."

Had Reason to be Sore

"Don't you think it's rather conceited to say George has a tender spot for you?"

"Not at all. You see, father kicked him down the front steps last night."—Stray Stories.

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JOURNAL MAIL BAG

A Technical School's Broad View

Editor, Journal of Education:—

Less specialization and greater breadth of training is now the aim of the engineering colleges. Having passed through the earlier stages of experimentation both with the general and with the specialized courses, college executives, representative alumni, heads of departments and business men are seeing the need of a reorganized curriculum for technical training.

In a recent lecture to the freshmen of Case School of Applied Science, Cleveland, Professor F. H. Vose, head of the department of mechanical engineering, spoke of the vital connection between the college and the alumni. He said: "Suggestions offered by the alumni are as diverse as their fields of industry. Manifestly one could not crowd even a small number of these into a four-year course of study. The alumni do, however, agree on one or two basic things. They agree that the engineering student should receive a solid foundation in the use of English, in order that he may, in after life, be able to express himself clearly and be able to take his place as a useful member of society. Secondly, the Alumni agree that the student should receive as great a breadth of training as possible in such subjects as history, economics and business. In the mechanical engineering course we have endeavored to do just as outlined above. We do not approve of too much specialization of any specific technical field in a four-year course of study."

Dean Focke recalls a period through which the Case faculty passed with many stormy sessions, in which the urge for specialization was offset by the urge for a broad and comprehensive training. By careful study of individual cases it was determined that alumni profit more by having the curriculum prepare them for adaptability to that particular work in which they may find themselves than by having them specialize in one line, unprepared for another.

At present the Case curriculum is sixty per cent. non-specialized This means that sixty per cent. of the subjects offered are taken by all Case students. Fundamentals in electrical, mechanical, chemical and civil engineering are given to every student irrespective of the branch of engineering he wishes to follow later.

Not only is there tendency toward the broad view of the technical school's curriculum, but in the matter of laboratory practice there is marked change. The approved method now is to offer the engineering student the best modern equipment and about as many hours in laboratory as in classroom, so that he may devote fifty per cent. of his time to practical rather than theoretical study. The Antioch, the Cincinnati, or Akron plan of cooperation with industries is one phase of this desire for applied science. The Case plan consists of laboratory practice, field trips, practice term of one month and lectures by prominent men in their respective fields. In addition Case maintains a camp throughout the month of June. At this camp the students, supervised by members of the faculty, get much practical knowledge of surveying, mathematics and map drawing.

H. R. Young.

Cleveland.

Do You Know This Book?

Editor, Journal of Education:

Can I through the courtesy of the editorial staff of the Journal or from some one of its many readers get any information regarding a publication that was issued thirty or forty years ago entitled, as I recall it, "Adams Chronological Contemporaneous History of the World, in color, from the Creation to the present time"? It was then published in two forms, the first mounted on rollers on a muslin-back sheet about two and one-half feet wide by twelve or fifteen feet in length, the other being in Atlas form. I chanced to come across one of the old editions last summer and became very much interested in the publication, considering it very valuable. I do not recall by whom it was published. Any information regarding this publication will be very gladly received.

Charles W. Hagar.

250 Garside Street,
Newark, N. J.

Denmark Invites Educators

Editor, Journal of Education:—

This summer Denmark invites American educators to inspect her educational institutions. This opportunity, never before extended to Americans, has been made possible through Dr. Sven V. Knudsen, originator of "My Friend Abroad" trips, and formerly supervisor of Danish preparatory schools. It is a well established fact that the educational institutions of Denmark have reached a very high degree of perfection.

Dr. Knudsen has arranged for two of the famous Peoples Colleges to be opened so that members of his party may enter them at any time, study all the proceedings, talk with the teachers and students, and attend the classes. Typical Danish preparatory schools will also be accessible. It will be a great privilege to visit these schools where Danish boys and girls prepare for the University of Copenhagen; where they take five foreign languages, and attain an education that in quantity corresponds to two years of college work in addition to a thorough high school training. There will be special exhibitions of the renowned Danish gymnastics, and many of the physical education institutions ordinarily closed from April to October will be open for members of Dr. Knudsen's party.

Of particular interest to members of Dr. Knudsen's party will be the World Conference of New Education at Elsinore from August 8 to 17.

L. W. Stevens.

248 Boylston Street, Boston.

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Friday, April 12, 1929—For Certificate XXXI-A beginning promptly at 9 o'clock A. M.

Saturday, April 13, 1929—For Certificate XXX beginning promptly at 9 o'clock A. M.

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